

Julie A. Wolter, PhD, CCC-SLP

Dean / Professor
School of Health Sciences, Gonzaga University
wolter@gonzaga.edu

Affiliate Professor/ Director (U of Montana): Language Literacy Essentials in Academic Development Lab

EDUCATION

Wichita State University, Kansas, Ph.D., Language and Literacy, Counseling specialization
Western Washington University, Bellingham, M.A., Speech Language Pathology
Western Washington University, Bellingham, B.A., Speech Language Pathology & Audiology

ACADEMIC /LEADERSHIP POSITIONS

Gonzaga University, School of Health Sciences

Inaugural Dean / Professor (Summer 2023 -present)

University of Montana, Provost's Office

Associate Vice Provost for Innovation and Online Learning (Fall 2021–Summer 2023)

University of Montana, School of Speech, Language, Hearing & Occupational Sciences

School Chair (2019 –2021), Department Chair (2016 –2019), Professor (2017)

Grad. Program Director/Associate Dept. Chair (2015-2016), Associate Professor (2015-2016)

Utah State University, Department of Communicative Sciences and Disorders and Deaf Ed.

Speech-Language Pathology Division Chair (2011–2015), Associate Professor (2011-2015)

Assistant Professor (2005-2011)

Wichita State University, Department of Communication Disorders

Clinical Educator/Instructor (2002-2005)

POST-DEGREE EDUCATION AND LEADERSHIP EXPERIENCE

Leadership Institutes and Development Programs

**indicates nomination by peer/leaders and competitive acceptance*

- Harvard Leadership Manager Development Program* 2019
- Professional Fundraising for Deans and Academic Leaders, Advancement Resources 2017
- National Council for Academic Programs in Comm Sciences and Disorders Leadership Academy* 2015
- Office of Research and Sponsored Support, External Funding Institute, Utah State University* 2014
- Office of Research Proposal Writing Institute, Utah State University* 2011
- American Speech Language Hearing Association Leadership Institute* 2009

University Leadership Teams and Committee Work

**indicates peer/leadership nomination*

- Dean's Council, Gonzaga University 2023-now
- Academic Council, Gonzaga University 2023-now
- Open Education Resources Initiative, Chair, American Association of Colleges & Universities* 2022
- Priority for Action, Online Learning Strategy Lead, University of Montana* 2022
- Western Regional Interstate Passport Initiative University Representative 2022
- eLearning Committee, MT Office Commission of Higher Ed 2022
- Learning Management System Steering Committee, MT Office Commissioner Higher Ed 2022
- Strategic Enrollment Planning Steering Committee, University of Montana* 2021-22
- Executive Committee for Faculty Senate, University of Montana* 2019-21
- Academic Leadership Team, College of Health, University of Montana* 2018-21
- University Academic Program Group, University of Montana* 2021
- University Design Team, University of Montana* 2020-21
- University Design Transition Team, University of Montana* 2021
- University Research and Creativity Committee Co-Chair, University of Montana 2019-21
- Advisory Council, Women's Leadership Initiative 2019-21
- Academic Leadership Team, College of Education, University of Montana* 2016-19
- Academic Leadership Team, Department Comm Sciences and Deaf Ed, Utah State University* 2016-19
- PhD Interprofessional Committee, Utah State University* 2007-15
- Women and Gender Research Institute, Utah State University* 2007-15

Leadership and Innovation

- Experienced with leadership training in higher education administration at the university and national levels
- Known for excellence in communications, budget management, faculty and staff mentorship, and leading positive and adaptive change
- Leader and supporter of innovative change with a track record on new learning initiatives including online/distance programming
- Skilled at representing and providing support across the full depth and breadth of the academic disciplines and facilitating shared governance processes
- Sincere appreciation and enthusiasm for all areas of teaching, research, scholarship, creative endeavors, and meaningful service
- Educated in, experienced at, and personally committed to promoting an agenda that aligns with an interdisciplinary and innovative foci
- Professionally motivated by advancing faculty, staff, and administration initiatives through leadership that enables innovative and effective ideas to further the organization's mission
- Comfortable finding unique and mutually-agreeable solutions that benefit all stakeholders
- Skilled at creating space for group accountability and conflict resolution
- Committed to bringing together disparate perspectives and views to develop unified plans, initiatives, action items, and communications
- Focused understanding of trends and signals in higher education to create new strategic initiatives for a sustainable future.

Online and Distance Education Expertise

- First-hand experience running complex, accredited distance programming, with experiential learning components
- Deep knowledge about the demands and needs of online and distance program management and coordination within an academic unit and across the university system
- Solid understanding of the online and distance support infrastructure necessary to help students, staff, and faculty succeed
- Comfortable and experienced in mentoring and supporting stakeholders in determining the viability and sustainability of online and distance programming
- Understanding of what is necessary to develop, plan, and successfully launch new, sustainable, and competitive online and distance programming at UM and in the region and nation
- Extensive experience with securing and managing large-scale external (federal, state) funding to provide new innovative distance programming with regional partners

Partnership Collaborations

- Developed, directed, and secured large-scale U.S Department of Education funding (\$1.25 million) for UM-OUTREACH the *UM-Online University Training for Rural and Equitable Accessibility in Communication Habilitation* that provides distance, synchronous-broadcast, graduate-accredited programming for scholars in regional rural and tribal nations with related experiential learning
- Partner with Montana Office of Public Instruction Supervision Grant to train Montana health professionals for experiential learning field experiences (approximately 60 active state partners)
- Oversaw directorship of DeWit RiteCare Speech, Language, Hearing Clinic to coordinate and provide in-person and telehealth community and university-student speech, language, literacy, and hearing services
- Collaborate through informal consultative work and formal partnership contracts with continuing education and direct clinical services for regional school districts and clinics (approximately 100 state and national partners)
- Co-develop, implement, and virtually provide continuing education across state of Montana, Boston Public Schools, Worcester (Massachusetts) School District, and London schools, as part of international partnership established as part of dyslexia and developmental language disorders multi-site research funded through the National Institutes of Health
- Serve the UM mission of addressing rural needs by redeveloping/innovatively collaborating to develop and redesign a distance, undergraduate and graduate credit and noncredit training programming in collaboration with State Offices of Education and Health
- Consult with collaborator University of Canterbury to develop online microcredentials as part of New Zealand Better Start Science Challenge

ACADEMIC ADMINISTRATIVE EXPERIENCE

Dean School of Health Sciences (July 2023) Gonzaga University

Mission: The Mission of the current School of Nursing and Human Physiology which will grow to be new School of Health Sciences (SHS) at Gonzaga University is the Jesuit charism of *cura personalis* and the commitment to care of the whole person. This includes honoring the unique worth of individuals with a focus on the intellectual, physical, emotional, cultural, and spiritual well-being of Gonzaga's students, faculty, staff, and health community constituents. Gonzaga's School of Health Sciences vision is to nationally and internationally recognized for academic excellence, innovative health technology, whole-person formation, and commitment to serving the vulnerable at a regional, national, and global level. This will be achieved through interdisciplinary health and human service programming that is informed by evidence-base practice and personified through experiential learning and service in health communities across the region.

Responsibilities:

Lead the School of Health Sciences team of approximately 64 faculty/staff and 1000 students across 5 departments (Department of Nursing, Department of Nursing Anesthesia, Department of Human Physiology, Department of Public Health), including 13 programs including: Bachelors in Nursing; Bachelors of Human Physiology; Bachelors in Public Health (launch Fall 2024); Masters in Public Health (launch Fall 2025); Masters of Science in Nursing and Doctorate Nurse of Nursing Practice (RN-MSN, Nursing Leadership Healthcare, Family Nurse Practitioner, Psychiatric Health Nurse Practitioner tracks), Doctor of Nurse Anesthesia Practice.

Launch the new School of Health Sciences by developing the infrastructure to grow new programs, research, clinical health science training. Establish community and national and international partnerships to create unique interprofessional health collaborations. Find and develop sustainable funding through external grants and private philanthropic funding efforts. Develop accessible interprofessional credentialed health training opportunities for Gonzaga students and community partners.

Associate Vice Provost for Innovation and Online Learning UMOonline, (Sept 2021- June 2023) University of Montana

Responsibilities: Led the UMOonline team of approximately 18 FTE staff / professionals at UMOonline to serve the instructional design, learning management system, eLearning and academic innovation needs of University of Montana. Serve as an Academic Officer for the University of Montana to inform and support policy and curriculum decisions to best serve innovation practices and distance education at UM. Coordinate UM systems and work collaboratively with UM colleges, units, and administration to support and launch online/blended/ digitally-enhanced UM on- and off-campus programs. This includes management with UMOonline team and leadership of the following areas for distance programming:

- Academic student and faculty support, management, and systems
- Student recruitment,
- Admissions /financial aid/registrars processes,
- Scheduling/ interdisciplinary course planning
- Online course design
- Learning management systems, technology & contracts
- Related assessment and outcomes data
- Work with campus partners that includes those in the Accelerate Montana Rural Initiative and/or Offices of Research, Registrars, Student Success, IT, Faculty/Staff Senate.
- Engage faculty, staff, and administrators across UM, including Online Program Management partners to create and meet shared goals.
- Develop and provide resources, data, market analysis, and budget analysis/expertise to support new/ innovative digital program development including online strategic enrollment initiatives.
- Collaborate with colleges, finance, and UM administrators to develop startup funding proposals for new online programs that (1) transform students' lives; (2) are in demand by learners; (3) are financially healthy; and (4) align with strategic planning goals.
- As colleges and units launch a portfolio of online and/or digitally blended programs, work with stakeholders to shape a coherent, overall strategy that integrates work-based learning, career development, and associated general/liberal arts education.
- Work with UM and community constituents to develop/launch innovative noncredit offerings.

- Direct a centralized system and process for establishing stackable programming and certificates for new learner degree pathways.
- Coordinate with units/partners regarding online compliance federal regulation standards for licensed programs according to State Authorization Reciprocity Agreement laws.
- Develop and refine academic processes, incentives, and interdisciplinary pathways needed to support online program innovation.
- Work with UMOonline team, UM partners to build a repository of central resources and curate cross-school supports to improve new online/blended/digitally enhanced program development.
- Develop/manage digital badges and related microcredentials with stackable programming.

Key Achievements:

- In time of leadership from Summer 2021 to Spring 2023
 - Developed and successfully launched 14 online for-credit/noncredit degrees/credentials with coordination of UMOonline instructional design and university support services (e.g., Online masters Social Work, /Bachelors Comm Sciences Disorders, Associates Arts/ Sciences in General Studies, Speech-Language Pathology Assistant Certificate, Addiction Studies Certificate, Creative Entrepreneurship Certificate).
 - Oversaw/Directed the Instructional Design team to oversee and manage a cumulative total of 1390 learning management system courses and 2371 course sections.
 - Initiated new development of 4 new degrees (3 bachelors, 1 masters) for ongoing phased development / university support processes to continue as of Fall 2023
 - Online Student Credit Hours (SCH) increased in UM online courses by 19% (92,274 Online SCH 2020-21 to 109,757 Online SCH 2022-23)
 - Online general education support offerings increased by 18% and student enrollments were up by 27% with a total of 8,815 student enrollments 2022-23 year
 - Increased fully-online student population by 79% (from 907 in 2021 to 1625 students as of Spring 2023)
- Successfully saved UM ~\$3.4 million in potential contract buyouts with a successful undergraduate *online program management* partnership exit-transition to reestablish UM as sole provider of support services and reestablish 100% tuition recoupment (from 47% 2021-28).
- Established a new sustainable mandatory eLearning student fee structure that aligned with Montana Office for Commissioner of Higher Education and Montana University System Board of Regent's policy to equitably support and sustain UM's short- and long-term eLearning needs with reduced overall online fees to increase student course accessibility and support.
- Led the establishment of new rolling/multiple entry points online admissions model; resulted in a 53% increase of student enrollments and 57% increase in enrollments for participating programs.

School Chair (2019-21) Speech, Language, Hearing & Occupational Sciences, College of Health; Department Chair (2016-19) Comm Sciences and Dis, College of Education; UM

Responsibilities: Provided leadership for approximately 20.0 FTE faculty, professionals, staff, and temporary adjuncts for the Department/School of Speech, Language, Hearing, & Occupational Sciences and the associated DeWit Speech, Language, Hearing Clinic. This School houses undergraduate (online, on-campus) Communicative Sciences Disorders Leveling Certificate / Bachelor's Degree, Speech-Language Pathology/Audiology-Assistant Certificate and graduate (distance remote, on-campus) Masters of Speech-Language Pathology, and PhD Speech, Language, & Hearing Sciences. Coordinate with the faculty/state to develop, implement, and continually improve students' distance and campus options to become certified speech-language pathologists to serve state critical shortage needs.

Key Achievements:

- Developed, established with OCHE/Board of Regents, and launched new PhD SLHS, online CSD Bachelors, online/on-campus SLP-A/Leveling Certificate
 - Due to expansion into online endeavors under leadership
 - Increased average of SLHOS unit degrees/certificates conferred yearly by 47% (~ 54 degrees from FYs 15-21 to 81 as of FY 22),
 - Student online enrollments increased 53% (An average of 166 students previous years to 255 students as of the end of FY 22 following launch of new online programs).
 - Within 2 years of online establishment, the SLP-Assistant program established and launched under leadership increased by 500% (approximately 10 students

Summer 2021 to 60 Summer 2023 new learner enrollments)

- Improved national ranking: SLP Grad Program from unranked (2015) to ranked in 2021 (109 of 250). Distance program ranked top 15% of all distance grad. programs in US in 2021
- Established Occupational Therapy Doctoral Program BOR approval and American Council Occupational Therapy Education Candidacy and online post-graduate doctoral bridging program
- Led transition of Department of Communicative Sciences and Disorders in Phyllis J. Washington College of Education and Human Sciences to the new School of Speech, Language, Hearing, and Occupational Sciences in the College of Health
- Secured Western Regional Graduate Program Status for SLP MS and SLHS PhD programs for western regional states - to increase recruitment pool diversity and secured increased graduate student/assistantship recruitment funding.
- Coordinated with faculty to increase graduate program application rates (~25% increase in applications) and expanded graduate openings to meet Montana needs.
- Led successful reaccreditation site visit (2019) which achieved perfect score with national Council for Academic Accreditation in Audiology and Speech-Language Pathology in 2019.
- Directed full external review of Communicative Sciences and Disorders academic programs that resulted in transitioning temporary clinical staff to permanent nontenure track faculty.
- Developed COVID unit policies and successfully planned and implemented the safe and simultaneous delivery of remote, face-to-face, and online academic programming across more than 220 undergraduate and graduate students, including the pivoted development of clinical simulations for clinical learning and delivery of clinical teletherapy.
- Successfully increased unit general state funding by 54% with an overall 93% increase in budget (including self-support funding) to serve the regional needs to address critical shortages through expanded and accessible programming
- Grew annual external funding by 500% from \$130,000 annual funding (2015) to about \$800,000 annual funding in 2021, with a total of \$6.8 million in grants that I served as PI, CoPI through the U.S. Department of Education and National Institute of Health
- Developed and implemented electronic billing/ clinical experiential learning documentation system, through the DeWit RiteCare Speech-Language-Hearing Clinic revised and expanding existing community contracts, HIPAA practices, and adopted new clinical billing practices and reimbursement policies according to new Medicare/insurance laws
- Engaged in development and fundraising activities for the unit, including 100% annual increase of clinic foundation funding and student scholarships.

Division Chair (2011-2015) Communicative Sciences Disorders and Deaf Education,
College of Ed; Utah State University (Faculty 2005-2015)

Responsibilities: Led and directed 17.0 faculty with the Speech-Language Pathology Division and worked with Head to facilitate ~ 40 faculty and staff across Departmental Speech-Language Pathology, Audiology, and Deaf Education Divisions. The programs under my leadership included undergraduate (online, on-campus), Communicative Sciences Disorders Bachelor Degree, Masters of Speech-Language Pathology. Coordinated with Director of PhD in Speech Language Pathology Strand with Interprofessional Disability Disciplines PhD degree in College of Education.

Key Achievements:

- Transitioned Outreach SLP program to a distance-broadcast two-year remote distance education degree to serve the rural training needs of state of Utah.
- Successfully led and directed five-year documentation, policies, and procedures for the Speech-Language Pathology Division that led to successful re-accreditation.
- Contributed to the development of Interprofessional Disabilities Disciplines PhD Program (funded \$799,996 through U.S. Department of Education).
- Led departmental SLP faculty to implement strategic planning and increase scholarship productivity, develop evidence-based practice processes, and increase national presence.
- PI or CoPI of approximately \$2 million in external funding in research and training initiatives in last five years of position.
- Mentored and established junior faculty including National Institute of Health and Department of Education external funding.

RESEARCH

REFEREED PUBLICATIONS (GOOGLE SCHOLAR: 1561 CITATIONS; H-INDEX 22; I10-INDEX 32):

Peer Reviewed Publications (* denotes work completed with a graduate or post-doc student)

- Green, L. & Wolter, J.A. (in press). *Morphological awareness: Connecting language foundations to academic success for children with language and literacy deficits*. Language, Speech, and Hearing Services in Schools
- *Radville, K.M., Komesidou, R., Wolter, J., Ricketts, J. & Hogan, T.P. (2024). Characterizing home literacy in children with developmental language disorder in the context of the COVID-19 pandemic. *International Journal of Speech Language Pathology*, 1-16.
- *Radville, K. M., Komesidou, R., Wolter, J., Ricketts, J., & Hogan, T. P. (2024). Caregivers' reports of the home literacy environments of children with developmental language disorder and typically developing peers during the COVID-19 pandemic. *International Journal of Speech-Language Pathology*, 1-16.
- *Radville, K. M., Pfeiffer, D. L., Sheranian, K., Wolter, J., Ricketts, J., & Hogan, T. P. (2024). Caregivers' Perceptions of COVID-19 Educational Disruptions on Children With Developmental Language Disorder and Typically Developing Peers. *Language, Speech, and Hearing Services in Schools*, 1-17.
- *Radville, K., Pfeiffer, D., Sheranian, K., Wolter, J.A., Ricketts, J., & Hogan, T. P. (2023). Caregivers perceptions of COVID-19 educational disruptions on children with developmental language disorder and typically developing peers. *Open Source Reprints*.
- Quemart, P., Wolter, J. A., Xi, C. H. E. N., & Deacon, S. H. (2023). Do You Use Love to Make it Lovely? The Role of Meaning Overlap across Morphological Relatives in the Development of Morphological Representations. *Journal of Child Language*, 1-21.
- *Radville, K., Komesidou, R., Wolter, J.A., Ricketts, J., & Hogan, T. P. (2022). The home literacy environments of children with developmental language disorder before and after COVID-19 school closures, *Open Science Framework*.
- *Alonzo, C., Komesidou, R., Wolter, J.A., Ricketts, J., & Hogan, T. P. (2022). Building sustainable research-practitioner partnerships in school systems: A case study. *American Journal of Speech, Language Pathology*.
- *Komesidou, R., Feller, M.J., Wolter, J.A., Ricketts, J., Rasner, M.G., Putman, C.A., & Hogan, T.P. (2021). Educators' perceptions of barriers and facilitators to the implementation of screeners for developmental language disorder and dyslexia. *Journal of Research in Reading*. DOI: 10.1111/1467-9817.12381
- Wolter J.A., & Green, L. (2021). Supporting foundational and disciplinary literacy success for adolescents with LLD: An applied morphological awareness strategy approach. *Perspectives on Language Learning and Education*, 1-14.
- Wolter, J. A., Gibson, F. E., & Slocum, T. A. (2020). A dynamic measure of morphological awareness and first-grade literacy skill. *Language, Speech, and Hearing Services in Schools*, 51(3), 617-639.
- *Collins, G., Wolter, J. A., Meaux, A. B., & Alonzo, C. N. (2020). Integrating morphological awareness in a multilinguistic structured literacy approach to improve literacy in adolescents with reading and/or language disorders. *Language, Speech, and Hearing Services in Schools*, 51(3), 531-543.
- Collins, G. & Wolter, J.A. (2019). Morphological Awareness Strategies to Promote Academic: Success at Tier I through Interprofessional Collaboration. *Perspectives on Language Learning and Education*, 4, 781-789.
- Collins, G. & Wolter, J.A. (2018). Facilitating Postsecondary Transition and Promoting Academic Success through Language/Literacy-Based Self-Determination Strategies, *Language Speech Hearing Services in the Schools*, 49, 176-188
- Collins, G. & Wolter, J.A. (2017). Using multilinguistic strategies to improve decoding in older school-age students in a contextualized and motivational approach. *Perspectives on Language Learning and Education*, American Speech-Language-Hearing Association, 2, 105-112.
- McNeil, B.C., Wolter, J.A., & Gillon, G. (2017). A comparison of the metalinguistic performance and spelling development of children with inconsistent speech errors and their age-matched and reading-matched peers. *American Journal of Speech-Language Pathology*, 26, 456-468.
- Wolter, J.A., & Collins, G. (2017). Meaning and Reading: Using Morphological Awareness to Support Struggling Students. *Perspectives on Language and Literacy*, International Dyslexia Association, 43, 17-22.

- *Squires, K. & Wolter, J.A. (2016). The effects of orthographic pattern intervention on spelling and reading performance of students with reading disabilities: A best evidence synthesis. *Remedial and Special Education*. doi:10.1177/0741932516631115.
- *Wolter, J.A., & Pike, K. (2015). Dynamic assessment of morphological awareness in third-grade children. *Language, Speech, and Hearing Services in the Schools*, 46, 112-126.
- *Gibson, F. E. & Wolter, J.A. (2015). Morphological awareness intervention to improve vocabulary and reading success. *Perspectives on Language Learning and Education*, 22, 147-155.
- Wolter, J.A. (2014). Imageability and transparency in morphological awareness: A study of how third grade children made lemonade from lemon. *Topics in Language Disorders*. 34 (3), 228- 239.
- *Wolter, J.A., & Dilworth, V. (2013). The effects of a morphological awareness approach to improve language and literacy. *Journal of Learning Disabilities*, 47, 76-85. DOI:10.1177/0022219413509972
- Wolter, J.A., & Green, L. (2013). Morphological Awareness Intervention and School-Age Language and Literacy Deficits: A Case Study, *Topics in Language Disorders*, 1, 27-41.
- Wolter, J.A, Self, T., & Apel, K. (2011). Initial mental graphemic representation acquisition and later literacy achievement in children with language impairment: A longitudinal study. *Journal of Learning Disabilities*, 44, 543-555.
- Wolter, J., Corbin-Lewis, K., Self, T., & Elswelner, A. (2011). An evidence-based practice model across the academic and clinical settings. *Communication Disorders Quarterly*. 32, 118-132.
- Wolter, J.A., & Apel, K. (2010). Initial acquisition of mental graphemic representations in children with language impairment. *Journal of Speech, Language, and Hearing Research*, 53, 179-195.
- Wolter, J.A. (2009). A systematic research review of word study treatment practices for the speech-language pathologist. *Evidence-Based Practice Briefs*, 3, 43-58.
- *Wolter, J.A., Wood, A., & D'zatko, K. (2009). The influence of morphological awareness on first-grade children's literacy development. *Language, Speech, and Hearing Services in the Schools*, 40(3),1-13.
- Wolter, J.A. (2007). Morphological awareness intervention: Considerations for evidence-based practice. *Perspectives on Language Learning and Education*, 14(1), 6-8.
- Apel, K., Wolter, J.A., & Masterson, J.J. (2006). Orthotactic and phonotactic probability factors in fast mapping in children's spelling. *Developmental Neuropsychology*, 29(1), 21-42.
- Wolter, J.A., DiLollo, A., & Apel, K. (2006). A narrative therapy approach to counseling: A model for working with adolescents and adults with language-literacy deficits. *Language, Speech, and Hearing Services in the Schools*, 37,168-177.
- Wolter, J.A. (2005). Summary of special interest division 1 student research grant: A multiple linguistic approach to literacy remediation. *Perspectives on Language Learning and Education*, 12(3), 22-25.
- Apel, K., & Wolter, J.A. (2004). ASHA and evidence-based practice. *Perspectives on Issues in Higher Education*, 5(3), 21-23.
- Apel, K., & Wolter, J.A. (2004). The school-based speech-language pathologist's piece of the EBP pie. *Perspectives on Issues in Higher Education*, 5(3), 3-6.

Editor Reviewed Publications

- Wolter, J.A. (2024). Spelling and Word Study: *A guide for language-based assessment and intervention*. In T. Ukrainetz (Ed.) *School-Age Language Intervention: Evidence Based Practice 2nd Edition* (pp. 607-634). Austin, TX: Pro-Ed.
- Meaux, A., Wolter, J.A., & Collins, G. (2020). Morphological Awareness as a Key Factor in Language-Literacy Success for Academic Achievement. *Language Speech and Hearing Services in the Schools*, 46, 112- 126.
- Collins, G. & Wolter, J.A. (2019). Speech-Language Pathologists' Role in Promoting Student Participation in Interprofessional Transition Planning Teams. In J. Bakken (Eds). *Advances in Special Education*. New York.
- Daigle, D., Wolter, J.A., Berthiaume, R., & Noeimia, R. (2018). Classroom Practices in Morphological Instruction. In R. Berthiaume, D. Daigle, & A. Desrochers, (Eds.), *Morphological Awareness and Literacy Development: Current Issues and Research*. New York: Routledge.
- Wolter, J.A., & Nelson, N. K. (2016). From the Editors: Considering language and meaning through the lens of the comprehension looking glass. *Topics in Language Disorders*. 36 (4), 305-306.
- *Wolter, J.A., & Gibson, F.E. (2015). Morphological awareness assessment and intervention to improve language and literacy, *Seminars in Language*. 36 (1), 31-41.
- Wolter, J.A. (2015). Spelling and Word Study: *A guide for language-based assessment and intervention*. In T. Ukrainetz (Ed.) *School-Age Language Intervention: Evidence Based Practice* (pp. 527-564). Austin, TX: Pro-Ed.

- Wolter, J.A., & Timler, G.R. (2014). Issue Editor Foreword: Focus on Meta Skills. *Topics in Language Disorders*. 34 (3), 191-196.
- *Wolter, J.A. & Squires, K. (2013). Spelling: Instructional and intervention frameworks. In C.A. Stone, E.R. Silliman, B.J. Ehren, & G. Wallach, (Eds.), *Handbook of Language Literacy: Development and Disorders*, 2nd Ed (pp. 602-615). New York: Guilford Press.
- Wolter, J.A. (July 1, 2013). Overheard: Know your morphemes. *The ASHA Leader*, retrieved from <http://www.asha.org/Publications/leader/2013/130701/Overheard>.
- Apel, K., Wolter, J.A., & Masterson, J.J. (2012). Mental Graphemic Representations. In N.M. Seel (Ed.), *Encyclopedia of the Sciences of Learning* (Vol. 5, pp. 2185-2186). New York: Springer.
- Foley, B. & Wolter, J.A. (2010). Literacy intervention for transition-aged youth: What is and what could be. In McNaughton, D., & Beukelman, D. (Eds.), *Language, Literacy, and AAC Issues for Transition- Age Youth* (pp. 35-68). Baltimore, MD: Brookes.
- Wolter, J.A. (2007). Assessment and diagnosis of adolescents and young adults: Spoken language disorders. In A. Kamhi, J.J. Masterson, & K. Apel, (Eds.), *Clinical Decision Making in Developmental Language Disorders* (pp. 55-76). Baltimore, MD: Brookes.
- DiLollo, A., & Wolter, J. A. (2004). A story is worth a thousand words: Qualitative research in communication disorders. *The ASHA Leader*, 9(11), 4-17.
- Wolter, J. A., & Stratman, K. (2003). Seeking a balanced approach to reading remediation. *Word of Mouth*, 15(2), 6-9.

Podcasts and Town Halls

- Wolter, J.A. and panel (2024, May). [The Road Ahead: Postsecondary Planning for Adolescents](#). Town Hall hosted by the American Speech Language Hearing Association.
- Wolter, J.A. , Odegard, T. (2024, August) . [Big Sky Conversations. Dyslexia Uncovered](#).
- Wolter, J.A., Hoagn, T. (2020, July, 15). *Morphology and Morphological Awareness* [Audio podcast]. See Hear Speak. <https://www.seehearspeakpodcast.com/episode-33>
- Farquharson, K., & Wolter, J.A., Hogan T. (2019, August 14). *Crucial Conversations* [Audio podcast]. See Hear Speak. <https://www.seehearspeakpodcast.com/episode-8/episode-8-crucial-conversations-with-kelly-farquharson-julie-wolter>

Clinical Books

- Wolter, J. A., & Voss, V. (2004). *Tall Paul: An Interactive Reading-Rhyming Book*. Eau Claire, WI: Thinking Publications.
- Wolter, J. A., & Voss, V. (2004). *Muddy Buddies: An Interactive Reading-Rhyming Book*. Eau Claire, WI: Thinking Publications.

Instructional Materials and Books

- Wolter, J.A. (2008). *Oral Language Instruction for Grades K-1, Overview and Language Modules* (2nd ed.). Salt Lake City, UT: Office of Education.
- Wolter, J.A. (2008). *Oral Language Instruction for Grades 2-3, Overview and Language Modules* (2nd ed.). Salt Lake City, UT: Office of Education
- Wolter, J.A. (2007). *Oral Language Instruction for Grades K-1, Overview and Language Modules*. Salt Lake City, UT: Office of Education.
- Wolter, J.A. (2007). *Oral Language Instruction for Grades 2-3, Overview and Language Modules*. Salt Lake City, UT: Office of Education.

Dissertation

- Wolter, J. A. (2005). The effects of orthotactic probabilities on orthographic fast-mapping in kindergarten children with and without typical language abilities. *Dissertation Abstracts International*, 66 (09), 3255. (UMI No. 3189245)

Invited Presentations

- Wolter, J.A. (2025, January). Morphological Awareness: Connecting Language Foundations to

- Academic Success for Students with Language and Literacy Deficits, International Dyslexia Association-Northern New England Alliance.
- Wolter, J.A. (2024, July). Morphological Awareness: The Power of Meaning for Literacy and Language. Wilson Language Literacy Reading Conference, Boston, Massachusetts.
- Wolter, J.A. & Hogan, T. (2024, March). The language literacy connection: What's language got to do with it, The Language Variations and Reading Conference, Fox Dyslexia Center Middle Tennessee State University, Murfreesboro, Tennessee.
- Wolter, J.A. (2024, March). Language-related literacy support for students with developmental language disorder and dyslexia. The Language Variations and Reading Conference, Fox Dyslexia Center Middle Tennessee State University, Murfreesboro, Tennessee.
- Wolter, J.A. & Green, L. (2023, February). Morphological awareness and language-literacy assessment and intervention with adolescents. A webinar for the American Speech Language Hearing Association.
- Wolter, J.A. (2022, October). *Spelling and Morphology: The Power of Meaning as an Intervention Strategy for Literacy Success*, The Dyslexia Foundation, Boston, MA.
- Wolter, J.A. (2022, October). *Spelling and Morphology: The Power of Meaning as an Intervention Strategy for Literacy Success*, The Dyslexia Foundation, Boston, MA.
- Wolter, J.A. (2022, September). *Language and Literacy Success for Adolescents*, Big Sky Language Literacy Summit, Big Sky, MT.
- Wolter, J.A. (2022, March). *Language Awareness and Literacy Success for Adolescents*, American Speech Language Hearing Association Virtual Conference.
- Wolter, J.A. (2021, October). *Student Professionalism and Setting the Bar High*. Council for Academic Programs in Communicative Sciences and Disorders, Portland OR.
- Wolter, J.A. (2021, October). Language Awareness and Literacy Success for Adolescents, American Speech Language Hearing Association Virtual Conference.
- Wolter, J.A. (2021, February). *Language and Literacy Intervention for School-Age Children with Dyslexia*. An invited presentation if the New Zealand Better Start Science Challenge, Virtual international conference.
- Wolter, J.A. (2020, October). *Language and Literacy Intervention for School-Age Children with Dyslexia*. An invited symposium presentation at the annual Montana Speech Language Hearing Association, Virtual annual conference.
- Wolter, J.A. (2020, November). *Daring Leadership Meets Immunity to Change. How Our Avoidance of Vulnerability and Competing Self-Commitments May Be Contributing to Our Ability to Lead Change*, University of Montana/Clearwater Women's Leadership Initiative, Lubrecht State Experimental Forest.
- Wolter, J.A (2020, March). *Language Awareness and Literacy Success: Effective Assessment and Intervention for Students with Language and Literacy Deficits*. An invited symposium presentation at the annual Utah Speech Language Hearing Association, Salt Lake City, Utah.
- Hart, P. & Wolter, J.A. (2019). Strategies to Improve Program Assessment in CSD. An invited symposium presentation for the annual American Speech Language Hearing Association, Orlando, FL.
- Wolter, J.A., & Collins, G. (2018, November). Using a Morphological Awareness Approach to Promote School-Age Language and Literacy Success: A Guide to Interprofessional Collaboration. A symposium presentation at the annual MSHA Convention, Helena, MT.
- Wolter, J.A. (2019, April). Morphological Awareness Assessment and Intervention: An Evidence-Based Case for Unpacking Language and Literacy. An invited symposium presentation at the annual Idaho Speech Language Hearing Association, Meridian, ID.
- Wolter, J.A (2017, November). Language Links to Classroom Success: An SLPs Guide to Contextualized Language Intervention. An invited symposium presentation at the annual American Speech Language Hearing Association, Los Angeles, CA.
- Wolter, J.A (2017, October) *Contextualized Language Intervention; An SLP's Guide*. A symposium presentation at the annual Montana Speech Language Hearing Association, Missoula, MT.
- Wolter, J.A., & Collins, G. (2017, March). Interprofessional Collaborative Practice: Methods that Bridge the Generational Gap. An invited symposium for the Communicative Sciences and Disorders Interprofessional Conference, Missoula, MT.
- Wolter, J.A. (2017, January). Morphological Awareness and Language Literacy Intervention, *Part I and II*. An invited symposium for the Courage to Risk Conference, Colorado Springs, CO.

- Wolter, J.A. (2017, January). *Language and Literacy Connections and Collaborations*. An invited symposium for the Courage to Risk Conference, Colorado Springs, CO.
- Wolter, J.A. (2016, October). *Meaning and Reading: Using Morphological Awareness To Support Literacy Success with Struggling Students*. An invited symposium for the International Dyslexia Association Annual Conference, Orlando, FL.
- Wolter, J.A. (2016, July). *Morphological awareness: developing meaningful roots to grow language and literacy success*. An invited symposium for LETRS - Language Essentials for Teachers of Reading and Spelling virtual symposium. Voyager Sopris Learning Education Services.
- Wolter, J.A. (2016, April). *Contextualized Language Intervention: What's in a Story*. An invited symposium for Saint Mary's College, Notre Dame, IN.
- Wolter, J.A. & Muñoz, K. (2016, April). *Program Directors 101: Issues of Change and Responsivity*. An invited presentation for the annual conference of the Council for Academic Programs in Communication Sciences and Disorders, San Antonio TX.
- Wolter, J.A. (2015, May). *Student Professionalism and Evidence-Based Implementation*. An invited presentation for the annual Supervision Conference for Metropolitan New York Council of University Clinic Directors in Communicative Sciences and Disorders sponsored by Adelphi University, Long Island, NY.
- Wolter, J.A. (2015, March). *Contextualized School-Age Language Intervention: Techniques for Making in Count, Part I and II*. An invited symposium for the California Speech Language Hearing Association, Long Island, CA.
- Wolter, J.A. (2015, April). *Intervention for Oral and Written Language Disorders in School-Age Children, Part I and II*. An invited symposium for the Michigan Speech Language Hearing Association, Lansing, MI.
- Wolter, J.A. (2014, May). *Strategies and Techniques for Facilitating Student Professionalism*. An invited presentation for the Annual Clinical Supervision Symposium sponsored by Florida State University, Tallahassee, FL.
- Schupbach, J., & Wolter, J.A. (2014, April). *Developing Professionalism Potential in Students*. An invited presentation for the annual conference of the Council for Academic Programs in Communication Sciences and Disorders, Orlando, FL.
- Wolter, J.A. (2013, October). *Morphological Awareness and School-age Language Success*. An invited presentation for the Cache County School District, North Logan, UT.
- Wolter, J.A. (2013, October). *Semantic and Literacy Development Through Morphological Awareness*. An invited presentation for the Adolescent Language and Literacy Online Conference hosted by American Speech Language Hearing Association, Rockville, MD.
- Wolter, J.A. (2013, September). *Morphological Awareness Intervention and the Core Curricular Standards in the Schools*. An invited presentation for the Logan City School District, Logan, UT.
- Wolter, J.A. (2013, March). *Semantic and Literacy Development Through Morphological Awareness*. An invited presentation for the Adolescent Language and Literacy Online Conference hosted by American Speech Language Hearing Association, Rockville, MD.
- Wolter, J. A. (2010, March). *The scholarship of research and teaching: Steps toward the bigger goal*. An invited panel presentation for the Utah State University Women and Gender Research Institute Brown Bag Presentation Series.
- Wolter, J. A. (2012, November). *Contextualized Language Intervention and the CORE Curricular Standards: Making Language Therapy Count*. An invited workshop presentation for the Davis School District Speech-Language Pathologists, hosted by the Davis School District, Salt Lake City, UT.
- Wolter, J. A. (2012, October). *Morphological Awareness: The Language-Literacy Link*. An invited presentation for the Reading Comprehension Literacy Symposium, hosted by the University of Canterbury, Christchurch, New Zealand.
- Redle, E., Bridgitt, P., Wolter, J.A., Knightly, C., Pearson, B., & Smith-Hammond, C. (2009, November). *Evidence-based practice: Experiences and strategies from clinical settings*. An invited symposium presentation for the annual American Speech Language Hearing Association, New Orleans, LA.
- Wolter, J. (2008, February). *Preparing for the third year review: Grassroots tips from faculty who've been there*. An invited panel presentation for the Utah State University Vice Provost for Faculty Development and Diversity Workshop.
- Wolter, J. (2008, October). *Oral language facilitation in the classroom*. An invited presentation for the Utah State Office of Education Principals' Institute, Logan, UT.

- Wolter, J. (2008, June). *Oral language assessment and integration in the K-3 classroom*. An invited presentation for the Utah State Office of Education Oral Language Institute, Salt Lake City, UT.
- Wolter, J. (2007, December). *Oral language facilitation in the classroom*. An invited presentation for the Utah State Office of Education Principals' Institute, Salt Lake, UT.
- Wolter, J. (2007, July). *Kindergarten and first grade oral language assessment and integration in the classroom*. An invited presentation for the Utah State Office of Education Oral Language Institute, Ogden, UT and South Jordan, UT.
- Wolter, J. (2007, July). *Second and third grade oral language assessment and integration in the classroom*. An invited presentation for the Utah State Office of Education Oral Language Institute, Ogden, UT and South Jordan, UT.=

Professional Presentations (* denotes work completed with a graduate /post-doc student)

- *Radville, K., Ricketts, J., Wolter, J. A., Alonzo, C., Komesidou, R. & Hogan, T. (2024). Orthographic Facilitation for word learning: When does it work and where do we go from here? The role of orthographic facilitation in novel word learning in children with developmental language disorder, Society for Scientific Studies of Reading Annual Convention, Copenhagen, Denmark.
- Wolter, J.A. & Green, L. (2023). The SLPs guide to morphological awareness and language-literacy intervention. A symposium presentation at the annual ASHA Convention, Boston, MA.
- *Phelan, M., Wolter J. A., Ricketts, J., & Hogan, T. (2023). Morphological awareness and language and literacy in children with and without language literacy disorder. Poster session at the annual ASHA Convention, Boston, MA.
- *Radville, K., Wolter, J. A., Ricketts, J., Hogan, T. , & Saxon, K. (2023). Caregivers of children with developmental language disorder: language and literacy concerns. Poster session at the annual ASHA Convention, Boston, MA.
- Green, L. & Wolter, J.A. (2022). Contextualized morphological instruction in the classroom and beyond: Supporting literacy success for adolescents with LLD. A symposium presentation at the annual ASHA Convention, New Orleans, LA.
- *Komesidou, R., Hogan, T., Wolter, J.A., Ricketts, J., Rasner, M., & Putman, C. (2022). Connecting reading research and practice: identifying need and implementing interventions: Leveraging researcher-practitioner partnerships to implement school-based screenings for reading disorder. Symposium entitled '*Connecting Reading Research and Practice: Identifying Need and Implementing Interventions*' Society for Scientific Studies of Reading Annual Convention, Newport Beach, CA.
- Wolter, J.A. & Hogan, T. (2021). Assessment and Treatment of Children with Dyslexia, Poor Reading Comprehension, and DLD: The Not-So-Simple View, A symposium presentation at the annual ASHA Convention. Philadelphia, PA.
- Wolter, J.A., Collins, G., & Meaux, A. (2021). Multilinguistic Intervention and Morphological Awareness: Techniques for Promoting Contextualized Language and Literacy Success, A symposium presentation at the annual ASHA Convention. Philadelphia, PA.
- Collins, G., Wolter, J.A., & Meaux, A. (2019). An Intensive Language-Literacy Clinical Program: A Feasibility Outcomes Study A symposium presentation at the annual ASHA Convention, Orlando, FL.
- Wolter, J.A., Collins, G. & Whitmire, K. (2018). *Distance Telepractice Training in Rural Settings: A Best Practice Model*. A symposium presentation at the annual ASHA Convention, Boston, MA.
- Collins, G., Wolter, J.A., & Leyhe, A. (2018). Incorporating Morphological Awareness Across the Curriculum: SLP-Teacher Collaboration to Deliver High-Quality Tier-1 Instruction. A symposium presentation at the annual ASHA Convention, Boston, MA.
- *Gibson, F. & Wolter, J.A (2018). *A Comparison of Static versus Dynamic Measure of Morphological Awareness in First Grade Children*. A poster presentation at the annual ASHA Convention, Boston, MA.
- Daigle, D.; Wolter, J.A.; Berthiaume, R, & Ruberto, N. (2018, July). Classroom Practices in Morphological Instruction. With R. Berthiaume, D. Daigle, A. Desrouchers, L. Duncan, J, Kirby in symposium entitled '*Morphological Processing And Literacy Development: Current Issues and Research.*' Society for Scientific Studies of Reading Annual Convention, Brighton, England.
- Wolter, J.A. (2018, July). *Conclusions of Morphological Processing And Literacy Development: Current Issues and Research*. With R. Berthiaume, D. Daigle, A. Desrouchers, L. Duncan, J, Kirby in symposium entitled '*Morphological Processing And Literacy Development: Current Issues and Research.*' Society for Scientific Studies of Reading Annual Convention, Brighton, England.

- Adloff, S., & Hogan, T., & Wolter, J.A. (2017, November) *Towards the Understanding & Improvement of Word Learning in Children With Language or Reading Impairment*. A symposium presentation at the annual ASHA Convention, Los Angeles, CA.
- Gibson, F., & Wolter, J.A (2017, November) *A Dynamic Screening of Morphological Awareness in Kindergarten Children: A Preliminary Validation*. A poster presentation at the annual American Speech Language Hearing Association, Los Angeles, CA.
- Collins, G., & Wolter, J.A (2017, November) *Providing Tier II Literacy Support in Elementary School and In an Intensive Summer Program*. A symposium presentation at the annual American Speech Language Hearing Association, Los Angeles, CA.
- Wolter, J.A. (2017, July). A systematic review of metalinguistic approaches to promoting disciplinary literacy; Looking at the road ahead. With G. Berninger, E. Silliman, R. Bahr, & L. Wilkinson, in symposium entitled '*The Academic Register and Disciplinary Writing of Students with Language Learning Impairments*.' Society for Scientific Studies of Reading Annual Convention, Halifax, Canada.
- *Gibson, F., & Wolter, J.A (2017, July) *A Dynamic Screening of Morphological Awareness and Early Literacy Achievement*. With E. Seggers, A. Bellissimo, K. Krenca, & S. Shakory, in symposium entitled '*Dynamic Learning and Assessment*.' Society for Scientific Studies of Reading Annual Convention, Halifax, Canada.
- *Quemart, P., & Wolter, J.A., Deacon, H., & Xi Chen, B. (2017, July) Development of Morphological Representations a Cross Linguistic Study. With N. Dawson, D. Duff, S. Adloff, & M. McKeown, in symposium entitled '*Individual Differences in Word Learning*.' Society for Scientific Studies of Reading Annual Convention, Halifax, Canada.
- Wolter, J.A., Ukrainetz, T., & Ross, C. (2016, November). *The Game Is Still the Aim: Writing Contextualized Goals & Monitoring Progress in the Schools*. A symposium presentation at the annual American Speech Language Hearing Association, Philadelphia, PA.
- *Gibson, F., & Wolter, J.A (2016, November) *A Dynamic Screening of Morphologica Awareness in Kindergarten Children: A Preliminary Validation*. A technical session presentation at the annual American Speech Language Hearing Association, Philadelphia.
- Wolter, J.A. (2016, July). *Orthotactic Influences on Children's Written Word Learning in Children with Language Impairment*. With H. Joseph, S. Adlof, L. Baron, & J. Ricketts, in symposium entitled '*Oral and Written Word Learning in Special Populations: Dyslexia, SLP, and Second-Language Learners*.' Society for Scientific Studies of Reading Annual Convention, Porto, Portugal.
- *Wolter, J.A. & Gibson, F. (2016, July). *Early Spelling Development and Children's Sensitivity to Morphological Patterns*. With R. Tucker, E. Commissaire, N. Verhaet, & E. Sparks, in symposium entitled '*Processing Spelling Patterns: Early and Ongoing Use of Morphological and Orthographic Patterns Across Reading Development*.' Society for Scientific Studies of Reading Annual Convention, Porto, Portugal.
- Wolter, J.A., & Nelson, N. (2015, November). *From Test to Context: How to Inform Contextualized Intervention Without Teaching to the Test*. A symposium presentation at the triennial Intermountain Speech-Language-Hearing Association, Denver, CO.
- *Gibson, F., Wolter, J.A (2015, November) *A Dynamic Measure of Morphological Awareness in Young Children: A Feasibility Study*. A technical session at the annual American Speech Language Hearing Association, Denver, CO.
- Wolter, J.A. (2015, July). *Orthographic Knowledge and Morphological Awareness and the Relation to Literacy Success in Children With and Without Language Impairment*. With N. Conrad, G. Georgiou, K. Apel, & H. Deacon, in symposium entitled '*Orthographic Processing*.' Society for Scientific Studies of Reading Annual Convention, Hawaii.
- Wolter, J.A., & Squires, K. (2014, November). *Orthographic knowledge and literacy success in children with poor reading abilities*. A poster presentation at the annual American Speech Language Hearing Association, Orlando, FL.
- Wolter, J.A., & Schupbach, J. (2014, November). *Professionalism and generational differences in graduate student training*. A symposium presentation at the annual American Speech Language Hearing Association, Orlando, FL.
- *Wolter, J.A., Gibson, F., & Edrington, C. (2014, November). Multiple linguistic awareness and literacy in students with language impairment. A poster presentation at the annual American Speech Language Hearing Association, Orlando, FL.

- *Wolter, J.A., Farquharson, K., Covington, N.V., Wang, J., & Hogan, T. (2014, July). Orthographic probability and neighborhood density across development using the child orthographic probability calculator (COPcalc). *Society for Scientific Studies of Reading Annual Convention*, Santa Fe, NM.
- Wolter, J.A. & Green, L. (2013, November). *Word Detectives: Using Morphological Awareness to Improve Language & Literacy*. A symposium presentation at the annual American Speech Language Hearing Association, Chicago, IL.
- * Wolter, J.A., Blaiser, K., Holdaway, A. & Rice, B. (2013, November). *Orthographic Fast-Mapping in Preschool Children With & Without Hearing Loss*. A poster presentation at the annual American Speech Language Hearing Association, Chicago, IL.
- * Wolter, J.A., Rice, B., Holdaway, A., & Niedrich, J. (2013, November). *Initial Word-Learning in Storybooks: Semantic, Orthographic, & Phonological Representations*. A poster presentation at the annual American Speech Language Hearing Association, Chicago, IL.
- *Green, L., Wolter, J.A., & Carpenter, C. (2013, November) *A Study of Morphological Awareness Development: Preliminary Findings Across Grades 1-5*. A poster presentation at the annual American Speech Language Hearing Association, Chicago, IL.
- *Wolter, J.A., & Squires, K. (2012, November). *Word Study Intervention: Multilingualistic Techniques for Promoting Language Literacy Success*. A symposium presentation at the annual American Speech Language Hearing Association, Atlanta, GA.
- *Wolter, J.A., Pike, K., & Lennell, C. (2012, November). *Dynamic Assessment of Morphological Awareness & Early Literacy Achievement*. A poster presentation at the annual American Speech Language Hearing Association, Atlanta, GA.
- Wolter, J.A., Blaiser, K. & Elswiler, A. (2012, November). *Professionalism in the Clinical Setting: A Graduate Student Training Model*. A poster presentation at the annual American Speech Language Hearing Association, Atlanta, GA.
- *Sanders, N., Blaiser, K., & Wolter, J.A., (2012, November). *Early Literacy Development of Preschool Children With Hearing Loss*. A poster presentation at the annual American Speech Language Hearing Association, Atlanta, GA.
- Wolter, J.A. (2012, July). Dynamic Assessment of Morphological Awareness in Third-Grade Children. With J. Carlisle, A. Goodwin, & R. Wagner, A. Pasquarella in symposium entitled ‘Probing the relationship between morphology and literacy: New paths towards a nuanced model of reading.’ Society for Scientific Studies of Reading Annual Convention, Montreal, CA.
- Blaiser, K. & Wolter, J.A. (2012, March). *Early Literacy Development in Preschool Children with Hearing Loss*. A Poster session presented at the annual convention of the Early Hearing Detection and Intervention, St Louis, MO.
- *Rice, B., Anderson, A., Beck, A., Hawkes, K., Hicken, S., Wolter, J.A., & Blaiser, K. (2012, January). *Language and Literacy in Preschool Children with Hearing Loss*. A Poster session presented at the Research on Capitol Hill, Salt Lake City, UT.
- Green, L., & Wolter, J.A. (2011, November). *Morphological Awareness Intervention: Techniques for Promoting Language and Literacy Success*. A symposium presentation at the annual American Speech Language Hearing Association, San Diego, CA.
- Wolter, J.A., Ukrainetz, T., Ross, C., & Andrus, J. (2011, November). *School-Age Language Intervention: Writing Meaningful Goals and Monitoring Progress*. A symposium presentation at the triennial Intermountain Speech-Language-Hearing Association, Salt Lake City, UT.
- *Schussler, K., Hogan, T., Wolter, J.A., Vanderveen, N. (2011, November). *Innovation in Orthographic and Morphologic Learning: Beyond Phonological Awareness*. A symposium presentation at the annual American Speech Language Hearing Association, San Diego, CA.
- Wolter, J.A., Ukrainetz, T., Ross, C., & Andrus, J. (2011, October). *Writing meaningful goals and monitoring progress in school-age language*. A symposium presentation at the triennial Intermountain Speech-Language-Hearing Association, Salt Lake City, UT.
- Wolter, J.A. (2011, July). *Dynamic Assessment of Morphological Awareness and Literacy*. Poster session presented at the annual convention of the Society for Scientific Studies in Reading, St. Petes, FL.
- *Wolter, J.A., Atwood, B., Barger, H., Martin, N., & Pike, K. (2010, November). *Dynamic assessment of morphological awareness and third-grade literacy achievement*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- *Wolter, J.A., Curtiss, S., Farquharson, Schussler, K., Robinson, L., & Fleming, C. (2010 November). *Leadership principles: Applications and perspectives from the trenches*. A symposium presentation at the annual American Speech Language Hearing Association, Philadelphia, PA

- Wolter, J.A., Corbin- Lewis, K., & Elswailer, A. (2006, November). *An evidence-based practice model across the academic and clinical settings*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Miami, FL.
- * Wood, A. & Wolter, J.A., (2007, March). *Second grade children's morphological awareness abilities*. Poster session presented at the annual convention of the Utah Speech-Language-Hearing Association, St. George, UT.
- *Wolter, J.A., Wood, A. (2006, November). *The influence of morphology on second grade children's spellings*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Miami, FL.
- Wolter, J.A. (2006, March). *Language and literacy: The reading and spelling connection*. A presentation at the annual meeting of the Utah Speech-Language-Hearing Association, Ogden, UT.
- Wolter, J.A., & Apel, K. (2006, February). *Probability effects on the orthographic fast-mapping of kindergarten children with and without language impairments*. Paper presented at the Thinking Publications Online Language Conference 2006, Eau Claire, WI.
- Wolter, J. A., & Apel, K. (2005, November). *Orthographic fast-mapping in children with and without typical language abilities*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, San Diego, CA.
- Wolter, J.A., Ehren, B., Proly, J., Nelson, N., Apel, K., Scott, C., Malani, M. D., Murza, K., & Gillon, G. (2010, November). *Perspectives on disciplinary literacy: A discussion forum*. An invited symposium presentation at the annual American Speech Language Hearing Association, Philadelphia, PA.
- Wolter, J.A., Self, T., & Apel, K. (2010, July). Initial mental graphemic representation acquisition and later literacy achievement in children with language impairment. With K. Nation, T. Hogan, A. Vaessen, & N. Cone, in symposium entitled 'The development of orthographic-phonologic relations in children with varying word reading abilities spoken language skills, or both.' Society for Scientific Studies of Reading Annual Convention, Berlin.
- Corbin-Lewis, K., Wolter, J.A., & Elswailer, A. (2009, November). *An academic-clinical evidence-based practice model: Student and clinical educator outcomes*. Poster session presented at the annual convention of the American Speech Language Hearing Association. Orleans, LA.
- *Wolter, J.A., & Wilson-Fowler, E. (2009, October). *Morphological awareness assessment and instruction*. A symposium presentation at the annual Washington Speech-Language-Hearing Association, Blaine, WA.
- Wolter, J.A., & Apel, K. (2009, June). *Orthographic fast-mapping and literacy success for fourth-grade children with and without language impairments*. Poster session presented at the annual convention of the Society for Scientific Studies of Reading, Boston, MA.
- *Wolter, J.A., & McGarry, S. V. (2008, November). *Morphological awareness and literacy achievement in first-and second-grade children*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Wolter, J.A., Self, T., & Apel, K. (2008, November). *Orthographic fast-mapping and fourth grade literacy achievement: A longitudinal study*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Wolter, J.A. (2008, October). *Morphological awareness assessment and instruction: A school SLP's guide*. A symposium presentation at the triennial Intermountain Speech-Language-Hearing Association, Salt Lake City, UT.
- *Hanson, M. & Wolter, J.A. (2007, October). *Linguistic factors influencing second graders' morphological awareness*. Poster session presented at the triennial convention of the Intermountain Speech-Language-Hearing Association, Salt Lake City, UT.
- *Wolter, J.A., Hanson, M., Wood, A., & Marble, L (2007, November) *Effects of multiple-linguistic word study spelling instruction in third-grade children*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- *Wolter, J.A., & Hanson, M. (2007, November). *Linguistic factors influencing morphological awareness measures*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.
- Hinckley, J., DiLollo, A., & Wolter, J. (2007, November). *Intervention & the life story: Clinical examples across the lifespan*. Presentation at the annual convention of the American Speech-Language-Hearing Association, Boston, MA.

- Wolter, J. A., Champley, J., Guy, S., Taylor, S., Kelman, M., & Scott, C. (2005, November). *A model for fostering fun in the academic work setting*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, San Diego, CA.
- *Apel, K., Weathersby, E., Edwards, E., & Wolter, J. A., & (2005, November). *A pilot project for improving college students' word study skills*. Poster session presented at the annual convention of the American Speech-Language-Hearing Association, San Diego, CA.
- Self, T. & Wolter, J.A. (2004, November). *Am I the supervisee you thought I would be?* Paper presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Wolter, J. A., & Apel, K. (2004, November). *A morphologically-based literacy intervention with second grade students*. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Wolter, J. A., DiLollo, A., & Apel, K. (2004, November). *Narrative counseling with an adult with language-literacy deficits*. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA.
- Wolter, J. A., & DiLollo, A. (2004, June). *Constructing a literate identity: Ideas for speech-language pathologists*. A symposium presentation at the biennial conference of the North American Personal Construct Network, Memphis, TN.
- Apel, K., Wolter, J.A., & Masterson, J. J. (2003, November). *Probability effects on preschoolers' fast-mapping of orthographic information*. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Apel, K., & Wolter, J. A. (2003, November). *Orthographic frequency and ambiguity effects on fast-mapping and novel spellings*. Poster session presented at the American Speech Hearing Association annual convention, Chicago, IL.
- Kelman, M., Wolter, J.A., & Apel, K. (2003, November). *A theory-guided multiple linguistic approach to spelling instruction*. Poster session presented at the American Speech Hearing Association annual convention, Chicago, IL.
- Wolter, J.A., Apel, K., Apel, G., & Patyk, S. (2003, October). *Fast-mapping of novel spellings: Orthographic frequency and ambiguity effects*. Poster session at the annual meeting of the Kansas Speech-Language-Hearing Association, Wichita, KS.
- Apel, K., & Wolter, J. A. (2002, October). *Counseling in communicative disorders: A road less traveled*. A presentation at the annual meeting of the Kansas Speech-Language-Hearing Association, Overland Park, Kansas.

Funded External Grants and Contracts

- Off, C. & Wolter, J.A. (co-Principal Investigator) (2022). *Clinical Education in Rural Montana*. Department of Education Discretionary Grant under the Individuals with Disabilities in Education Act through Montana Office of Public Instruction Grant. **\$160,000.00**
- Wolter, J.A. (Principal Investigator) Meloy, L. Co-Principal Investigator (2020-2021). *Clinical Services and the DeWit RiteCare Speech-Language Hearing Clinic*. Scottish Rite Foundation. **\$32,000.00**
- Wolter, J.A. (Principal Investigator) Meloy, L. Co-Principal Investigator (2019-2020). *Clinical Services and the DeWit RiteCare Speech-Language Hearing Clinic*. Scottish Rite Foundation. **\$32,000.00**
- Wolter, J.A. (Principal Investigator) (2018-2021). *Clinical Education in Rural Montana*. Department of Education Discretionary Grant under the Individuals with Disabilities in Education Act through Montana Office of Public Instruction Grant. **\$480,000.00**
- Hogan, T. (Principal Investigator) & Wolter, J.A. (co-Principal Investigator/Mentor) (2018-2021). Diversity Supplement for Alonzo C. Post-Doctoral Student. *Orthographic Influences on Word Learning in Children with Language Impairment*. Supplement to Parent R01 Award through National Institute on Deafness and Other Communication Disorders of the National Institute of Health. **\$317,000**
- Hogan, T. (Principal Investigator) & Wolter, J.A. (co-Principal Investigator) (2018- 2023 and scored 99%ile). *Orthographic Influences on Word Learning in Children with Language Impairment*. R01 Award through National Institute on Deafness and Other Communication Disorders of the National Institute of Health. **\$3,200,000**
- Wolter, J. A. (Consultant/Expert Researcher) (2018-2022). *Dynamic Assessment in Emergent Bilingual Learners*. Chen, X. Ludo, Eliane, Pasquarella, A., and Hong, G. Social Sciences and Humanities Research Council of Canada.

- Wolter, J. A. (Consultant/Expert Reviewer) (2017-2021). Morphological Awareness Test for Reading and Spelling - Apel, K. (PI). Institute of Education Science, Special Education Research Topic: Reading Writing Language Development, Goal: Assessment. **\$1,500,000** (years 2017-2021)
- Wolter, J.A. (Principal Investigator) & Blair, M. (years 2016-2021) . University of Montana Online University Training for Rural and Equitable Accessibility in Communication Habilitation (UM-OUTREACH) program: Number 84.325; K-3—ED-GRANTS-102214-004 Office of Special Education Programs: Personnel Preparation in Special Education, Early Intervention, and Related Services. **\$1,250,000**
- Wolter, J.A. (Principal Investigator) (2017-2018). *Clinical Education in Rural Montana*. Department of Education Discretionary Grant under the Individuals with Disabilities in Education Act through Montana Office of Public Instruction Grant. **\$160,000.00**
- Wolter, J.A. (Principal Investigator) (2016-2017). *Clinical Education in Rural Montana*. Department of Education Discretionary Grant under the Individuals with Disabilities in Education Act through Montana Office of Public Instruction Grant. **\$160,000.00**
- Wolter, J.A. (Principal Investigator) (2016-2019). *Project Access*. U.S. Department of Agriculture Rural Utilities Services Distance Learning and Telemedicine Grant. **\$195,312.**
- Munoz, K (Principal Investigator), Wolter, J.A. (Co-Investigator), & White, K. (Co-Investigator) (2015 - 2020) *Personnel Development to Improve Services and Results for Children with Disabilities* CFDA: Number 84.325; K-3—ED-GRANTS-102214-004 Office of Special Education Programs: Personnel Preparation in Special Education, Early Intervention, and Related Services. **\$1,250,000** (moved to another University and no longer Co-I)
- Wolter, J.A. (Principal Investigator) (2012-2016). *Multiple-Linguistic Influences on Literacy in Children with Language Impairment*. PAR-10-055 R03 Award through National Institute on Deafness and Other Communication Disorders of the National Institute of Health. **\$419,000.**
- Wolter, J.A. (Principal Investigator) & Blaiser K. (2011-2012). *Orthographic Fast Mapping in Children with Cochlear Implants*. Research Catalyst Award Utah State University. **\$20,000.**
- Wolter, J. A. (Consultant/Contributing Faculty) (2009). Interdisciplinary Doctoral Program to Promote Evidence-Based Language and Literacy Practices - Slocum, T. & Gillam, R. (Co-PIs). U.S. Department of Education, Office of Special Education and Rehabilitation, Preparation of Leadership Personnel. January, 2010 - December, 2014. **\$799,996.**
- Wolter, J.A. (Principal Investigator for contract) (2008). Expansion and Revision of Oral Language Modules and Videos to Promote Integration of Classroom Oral Language Instruction for Grades K-3- Utah State Office of Education November 2007- May 2008. **\$6,700**
- Wolter, J.A. (Principal Investigator for contract) (2007). Oral Language Modules and Videos to Promote Integration of Classroom Oral Language Instruction for Grades K-3- Utah State Office of Education September 2006- May 2008. **\$66,760**
- Wolter, J.A. (Principal Investigator) (2006). *The effects of a tailored multiple-linguistic approach on the spelling and reading development of third-grade children*. Utah State University New Faculty Grant. September, 2006-June, 2007. **\$14,995**
- Wolter, J.A. (Principal Investigator) (2004). - *The effects of phonotactic and orthotactic probabilities on orthotactic probabilities on orthographic fast-mapping in kindergarten children with and without typical language abilities*. Donald D. Hammill Foundation Dissertation Grant Awarded to fund dissertation research. September 2004- May, 2005. **\$4,952**

Personal Honors, Awards, & Recognitions

- 2018 Fellow of the American Speech Language Hearing Association, Research and Service Recognition
- 2018 Award for Continuing Education, American Speech Language Hearing Association
- 2013 Competitive Research Travel Award Washington D.C. Grant Agency Visits, USU Grad
- 2013 Award for Continuing Education, American Speech Language Hearing Association
- 2012 Research Travel Award, USU Center for Women and Gender
- 2012 Award for Continuing Education, American Speech Language Hearing Association
- 2011 Award for Continuing Education, American Speech Language Hearing Association
- 2011 Undergraduate Research Mentor of the Year, Emma Eccles Jones College of Ed. USU
- 2011 Undergraduate Research Mentor of the Year, USU COMD-DE Department
- 2010 Affiliated Member of Madison Who's Who
- 2010 Graduate Research Mentor of the Year, USU Dept. of Comm. Disorders and Deaf Education
- 2009 Research Travel Award, USU Women and Gender Research Institute

- 2008 Invited participant, American Speech Language Hearing Association Leadership Institute
- 2008 Researcher of the Year, USU Dept. of Communicative Disorders and Deaf Education
- 2008 Research Travel Award, USU Women and Gender Research Institute
- 2007 Research Travel Award, USU Women and Gender Research Institute
- 2006 Research Travel Award, USU Women and Gender Research Institute
- 2005 Master Teacher of the Year for Utah State University, Logan LDS Institute
- 2005 Research Travel Award, Thinking Publications
- 2004 Donald Hammill Foundation Dissertation Research Award
- 2004 Graduate Council Student Representative, College of Education, Wichita State University
- 2004 Student Research Travel Award, American Speech Language Hearing Association
- 2004 Inducted Member of National Society of Collegiate Scholars
- 1999 Graduated Cum Laude with Honors Graduate Degree, Western Washington University

TEACHING

Courses Taught in Communicative Sciences, Education, and Human Sciences Departments:
 Interdisciplinary Perspectives on Language and Literacy; Child Language Development, Early Language Assessment and Intervention, School-Age Language & Literacy Development, School-Age Language Assessment and Intervention, Phonology, Counseling, Applications of Evidence-Based Practice in Clinical and Academic Settings, Constructivist Approaches to Leadership and Clinical Intervention, Learning Theory, Clinical Processes.

- SLP 698/694 PhD seminar - implementation science, EBP research, leadership, 2018-2021
- CSD/SLP 594 Evidence-Based Practice; 2018-2021
- CSD 600 Research Methods; 2016-2018
- CSD 210 Language, Speech, and Hearing Development; 2015-2017
- COMD 7820 Doctoral Independent Study on Advanced Topics of Language and Literacy
- COMD 6020 School-Age Language Assessment and Intervention, graduate course, 2005 - 2015
- COMD 5200 Language Assessment and Intervention for Children Birth to Five, 2006 - 2015
- TEAL 7910 Interdisciplinary Seminar on Language and Literacy, doctoral seminar, 2010
- COMD 6900 Independent Study on Linguistic Influences on Literacy, doctoral course, 2010
- COMD 6850 Applications of Language, 2006
- COMD 2500 Introduction to Language, Speech, Hearing Development, 2005 - 2013
- CDS 816 Language Disabilities in School-Age Children and Adolescents, 2003-2004
- CDS 820 Practicum in Speech and Language Evaluations, graduate course, 2002- 2004
- CDS 232 Introduction to Clinical Practices in Communicative Disorders, undergrad, 2003

SERVICE

National

- 2023 Chair, Open Educational Resources Initiative, Amer. Assoc. Colleges & Univ.
- 2023 Member, Convention Topic Committee, Language Learning in School-Age Language Individuals, American Speech Language Hearing Association
- 2021 Ad Hoc Reviewer, Journal of Research and Reading
- 2021 Member, Convention Topic Committee, Language Learning in School-Age Language Individuals, American Speech Language Hearing Association
- 2020 Ad-hoc Member, Language and Communication Study Section, Biobehavioral and Behavior Processes Integrated Review Group; National Institutes of Health, National Institute of Deafness and Communication Disorders
- 2020 Co-Editor, Special Issue on Morphological Awareness in Clinical Contexts, Language, Speech, Hearing Services in the Schools, ASHA
- 2020 Member, Convention Topic Committee, Language Learning School-Age Language Individuals, American Speech Language Hearing Association
- 2019 Member, Convention Topic Committee, Language Learning School-Age Language Individuals, American Speech Language Hearing Association
- 2017 -2018 Research Mentor; Grehawt New Faculty Scholar Program, Emerson College
- 2016 -2017 Senior Associate Editor, Topics in Language Disorders
- 2016 -2017 Assistant Chair for Leadership Program, Council for Academic Programs in Communication Sciences and Disorders
- 2015 -2016 Assistant Annual Conference Chair, Council for Academic Programs in Communication Sciences and Disorders

2015 -present Editorial Board Member; Topics in Language Disorders
 2014 -present Associate Editor for the American Journal of Speech Language Pathology
 2014 Issue Co-Editorship, Special Issue on Morphological Awareness and Autism Spectrum Disorder, Topics in Language Disorders
 2014 Grant Reviewer, Central Michigan University
 2014 Research Mentor; ASHA Mentoring Academic Research Careers
 2013 -2017 Member, ASHA Clinicians And Researchers Collaborating
 2013 -present Ad-hoc reviewer for Society of Scientific Study of Reading Journal
 2012 -2015 Advisory Council Member for State (Utah) for American Speech Language Hearing Association
 2012 Grant Reviewer, American Speech Language Hearing Foundation
 2010 -2018 Editorial Board Member; Evidence-Based Practice Briefs
 2010 -present Ad-Hoc Journal Reviewer; International Journal of Speech Language Pathology
 2010 -present Ad-Hoc Journal Reviewer; Contemp. Issues Communication Science Disorders
 2010 Topic Coordinator for Program Committee for Language Learning in School-Age Children and Adolescents, American Speech Language Hearing Association (ASHA) Annual Conference
 2009 -present Ad-Hoc Journal Reviewer; Speech-Language Pathology.com 2007-present
 2007 Ad-Hoc Journal Reviewer; Education and Treatment of Children
 2007 Member of Convention Program Committee for Language and Learning in School-Age Children and Adolescents, American Speech Language Hearing Association's Annual Conference, Boston, MA.
 2005 Chair, Subcommittee Pedagogy Resources Development, ASHA Special Interest Division 10; Issues in Higher Education
 2005 Member/Reviewer for Education and Training Topic Committee, ASHA Annual Conference, San Diego, CA.

State and Community

2025 -present Governor Appointed Member, Washington State Professional Educator Standards Board, Reading Endorsement Standards Revision
 2021-2023 MT Office Comm Higher Ed, Learning Management System Committee
 2021-2023 MT Office Commissioner Higher Education E-Learning Committee
 2020-2024 Founding Member, Vice President, Montana Chapter Reading League
 2018 – 2020 Dyslexia Task Force, Montana State Office of Public Instruction
 2019- 2024 Language/Dyslexia Consultant, Missoula County School District
 2017-2018 Member at Large, Montana Speech Language Hearing Association
 2005-2015 Language and Literacy Consultant, for SLPs in Cache County and Logan UT School Districts
 2003 Registration Committee, Kansas Speech Hearing Association Convention
 2000-2002 Member of Oregon Health Sciences University's Community Connections Network, Ontario, Oregon
 1999-2000 SLP Assistive Technology Team, Idaho Joint #2 School District, Meridian, ID

University

2024-Present Council Member, Institute of Translation Health Sciences, University of Washington
 2023-Present Academic Council, Gonzaga University
 2023-Present Provost's Council, Gonzaga University
 2023-Present Dean's Council, Gonzaga University
 2022-2023 Strategy Lead, Priority for Action Online Learning, UM
 2022 Member, Steering Committee Strategic Enrollment Planning, UM
 2021 Member, University Design Transition Team, UM
 2021 Member, University Academic Program Group, UM
 2020-2021 Member, University Design Team, UM
 2020 Search committee, Director Office of Sponsored Programs, UM
 2019- 2021 Elected Member, Executive Committee of the Faculty Senate, UM
 2019- 2023 Co-Chair; University Research and Creativity Committee, UM
 2019- 2023 Advisory Council, Women's Leadership Initiative, UM
 2019- 2023 Member of Interprofessional Education Working Group, Col of Health, UM
 2019- 2023 Member of Research Creative Scholarship Working Group, Col of Health, UM
 2019- 2023 Member of Leadership Team, College of Health, UM

2019- 2023 Member, Community of Excellence Health Human Development, UM
 2018- 2023 Member, Faculty Senate, UM
 2016- 2019 Member of Leadership Team, PJW College of Ed, UM
 2014-2015 College of Education Human Services Rep Library Council, USU
 2013-2015 College of Education and Human Services Ombudsperson, USU 2006-2015 Member, PhD
 Committee, USU, Interdisciplinary Doctoral Program
 2006- 2010 WGRI Board Member, USU Women in Gender Research Institute
 2007 Faculty panelist, USU, Connections Freshman Orientation
 2009 Faculty Interviewee, USU, IRB, for the campus review for the
 Association for Accreditation of Human Research Protection Programs

School / Department

2023- present Dean, School of Health Sciences
 2019-2021 Chair, School of Speech, Language, Hearing & Occupational Sciences,
 University of Montana
 2017 -2019 Department Chair Department of Speech Language Hearing
 Sciences, University of Montana
 2017, Spring Interim Department Chair (serving for sabbatical), University of Montana
 2016 Associate Department Chair for Department of Communicative Sciences and
 Disorders, University of Montana
 2015 – 2016 Grad Program Director for Department of Communicative Sciences and
 Disorders, University of Montana
 2015– present Chair, Graduate Admissions Committee, CSD, U of M
 2014 – 2015. Director for Speech Language Pathology Division for Department of
 Communicative Disorders and Deaf Education, Utah State University
 2011 – 2014 Chair for Speech Language Pathology Division for Department of
 Communicative Disorders and Deaf Education, Utah State University
 2012 – 2015 Chair, Graduate Admissions Committee, COMD-DE, USU
 2011 Co-Chair, Assistant Professor Search Committee, COMD-DE, USU
 2011 Member, Assistant Professor Search Committee, COMD-DE, USU
 2009 -present Chair, Committee for Implementation of Evidence-Based Practice in
 Didactic Courses and Clinic, Department of Communicative Disorders and
 Deaf Education (COMD-DE), USU
 2009- present Founder/Coordinator, Junior Faculty Grant-Writing Group, COMD-DE, USU
 2009 Chair, Committee for Developing and Implementing Policy on ASHA
 Knowledge Competency Standards, COMD-DE, USU
 2008-2009 Member, USU Committee for Dept. Teaching Excellence Award, COMD-DE
 2006-2007 Member, Curriculum Committee, COMD-DE, Speech Pathology Division
 2005-2006 Member, Endowed Chair Search Committee, COMD-DE, USU
 2005-2007 Member, Undergraduate Committee, COMD-DE, USU
 2003-2004 Graduate Student Representative for Doctoral Committee, Department of
 Communication Sciences and Disorders, Wichita State University

Faculty Tenure and/or Promotion Committees

2018-2022 School Chair Evaluation, UM, CSD/ SLHOS
 2016-2017 Chair, Faculty Evaluation Committee, UM, CSD
 2015-2016 Member, Faculty Evaluation Committee, UM, CSD
 2014-2015 Chair, Promotion committee, Anne Elswiler, USU, COMD-DE
 2014-2015 Member, Promotion committee, Jeffery Larsen, USU, COMD-DE
 2013-2015 Member, Promotion committee, Elizabeth Preston, USU, COMD-DE
 2013-2015 Member, Promotion committee, Cache Pitt, USU, COMD-DE
 2012-2015 Member, T & P committee, Lisa Milman, USU, COMD-DE
 2012-2014 Member, T & P committee, Kristina Blaiser, USU, COMD-DE
 2012-2013 Member, T & P committee, Karen Munoz, USU, COMD-DE

Student/ Post-Doc Fellow Committees

2023-present Co-Chair, Co-Faculty Mentor, Melissa Phelan, PhD Committee
 2022-2023 Chair, Faculty Mentor, Melissa Phelan, PhD Committee
 2022 Chair, Faculty Mentor, Melissa Phelan, Master's Thesis, University of Montana
 2022 Chair, Faculty Mentor, Sara Floyd, Master's Thesis, University of Montana

2018-2020 Primary Faculty Mentor, Post-Doctoral Research, Crystle Alonzo, U Montana
 2019-2020 Acting Faculty Mentor, PhD, Silas Smith
 2019-present Chair, PhD committee, Leah Meloy, University of Montana
 2017-2019 Chair, BA, Honors Thesis, Sarah Floyd, University of Montana
 2018-2019 Chair, PhD committee, Kim Ramsey, University of Montana
 2017- 2018 Member, MS, thesis committee, Morgan Williams, University of Montana
 2015-2016 External Examiner, MPh, Thesis Committee, HE Xinjie, University Hong Kong
 2013-present Chair, PhD committee, Frances Gibson, Utah State University (USU)
 2013-2014 Chair, MS, thesis committee, Brooke Rice, USU
 2013-2014 Chair, MS, graduate committee, Alyssa Holdaway, USU
 2012-2013 Chair, MS, thesis committee, Katy Pike, USU
 2011-2013 Chair, BS, Honors thesis committee, Katy Pike, USU
 2011-2013 Chair, thesis committee, Heather Barger, USU
 2010-2013 Member, Dissertation PhD Committee, Kim D'zatko, USU
 2010-2012 Chair, PhD committee, Kaitlyn Neiman, USU
 2010-2012 Member, MS, graduate committee, Kirsten Hoxsie, USU
 2010 -2012 Member, MS, graduate committee, Laura Wheatley, USU
 2010 -2012 Member, MS, graduate committee, Justin Vance, USU
 2008-2010 Chair, MS, thesis committee, Nicole Martin, USU
 2009-2010 Chair, MS, thesis committee, Brittany Atwood, USU
 2008-2009 Chair, MS, thesis committee, Vanessa McGarry, USU
 2008-2010 Chair, MS, thesis committee, Rebecca West, USU
 2008-2010 Chair, MS, graduate committee, Leigh Hopkins, USU
 2008 -2010 Chair, MS, graduate committee, Lindsay Douglas, USU
 2008-2010 Chair, MS, graduate committee, Jacque Owen, USU
 2007-2009 Member, PhD dissertation committee, Douglas Peterson, USU
 2006-2008 Chair, MS, Plan B thesis committee, Mandolyn Hansen, USU
 2005-2007 Chair, MS, Plan B thesis committee, Alexis Wood, USU